

Guide for Observing and Noting Reading Behaviors	NOTES
<p>1. Early Reading Behaviors</p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> • Move left to right across a line of print? • Return to the left for a new line? • Match word by word while reading a line or more of print? • Recognize a few easy high frequency words? 	
<p>2. Searching for and Using Information</p> <p><i>Meaning</i></p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> • Make meaningful attempts at unknown words? • Use the meaning of the story or text to predict unknown words? • Reread to gather more information to solve a word? • Reread and use the meaning of the sentence? • Reread to search for more details—information, characters, plot? • Reread to gather information to clarify confusions? • Use headings and titles to think about the meaning of a section of text? • Use information in the pictures to help in understanding a text? • Use knowledge of the genre (and its characteristics) to help in understanding a text? • Use knowledge of the genre (and its characteristics) to help in finding information? • Use readers' tools to help in finding information (glossary, index)? <p><i>Structure</i></p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> • Use knowledge of oral language to solve unknown words? • Reread to see if a word "sounds right" in a sentence? • Reread to correct using language structure? <p><i>Visual Information</i></p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> • Use the visual information to solve words? • Use the sound of the first letter(s) to attempt or solve a word? • Use some, most, or all of the visual information to solve words? • Use sound analysis to solve a word? • Make attempts that are visually similar? • Use knowledge of a high frequency word to problem solve? • Search for more visual information within a word to solve it? • Use analogy to solve unknown words? • Use syllables to solve words? • Use prefixes and suffixes to take apart and recognize words? • Use inflectional endings to problem solve words? • Recognize most words quickly and easily? • Reread and use the sound of the first letter to solve a word? • Problem solve unknown words quickly and efficiently? • Work actively to solve words? • Use two or three sources of information together in attempts at words? • Use all sources of information flexibly to solve words? • Use all sources of information in an orchestrated way? 	
<p>3. Solving Words</p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> • Recognize a core of high frequency words quickly? • Recognize most words quickly and easily? • Use a variety of flexible ways to take words apart? • Use the meaning of the sentences to solve words? • Use the structure of the sentence to solve words? 	

Guide for Observing and Noting Reading Behaviors (cont.)

NOTES

- Use some of the visual information to solve words?
- Use known word parts to solve words?
- Use sound analysis (sounding out)?
- Use analogy to solve words?
- Make attempts that are visually similar?
- Use the sound of the first letter to solve words?
- Work actively to solve words?
- Use known words or parts to solve unknown words?
- Use syllables to problem solve?
- Use prefixes and suffixes to take words apart?
- Use inflectional endings to take words apart?
- Use sentence context to derive the meaning of words?
- Use base words and root words to derive the meaning of words?
- Make connections among words to understand their meaning?

4. Self-Monitoring

Does the reader:

- Hesitate at an unknown word?
- Stop at an unknown word?
- Stop at an unknown word and appeal for help?
- Stop after an error?
- Notice mismatches?
- Notice when an attempt does not look right?
- Notice when an attempt does not sound right?
- Notice when an attempt does not make sense?
- Reread to confirm reading?
- Use knowledge of some high frequency words to check on reading?
- Check one source of information with another?
- Check an attempt that makes sense with language?
- Check an attempt that makes sense with the letters (visual information)?
- Use language structure to check on reading?
- Request help after making several attempts?

5. Self-Correcting

Does the reader:

- Reread and try again until accurate?
- Stop after an error and make another attempt?
- Stop after an error and make multiple attempts until accurate?
- Reread to self-correct?
- Work actively to solve mismatches?
- Self-correct errors some of the time?
- Self-correct errors most of the time?

6. Maintaining Fluency

Does the reader:

- Read without pointing?
- Read word groups (phrases)?
- Put words together?
- Read smoothly?
- Read the punctuation?
- Make the voice go down at periods?
- Make the voice go up at question marks?
- Pause briefly at commas, dashes, and hyphens?
- Read dialogue with intonation or expression?
- Stress the appropriate words to convey accurate meaning?
- Read at a good rate—not too fast and not too slow?

7. Other